

LEADERSHIP and ETHICS
EOL 590 Spring 2007

Instructor: Dr. Carolyn M. Shields; office 333-0084; home 344-2627**
Time and Place: Room 166
Tuesdays 5:30 – 9:50

Office Hours: By appointment.
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Required Materials:

Most readings will be available from the library electronic reserve web. For the first class, you will need to download readings directly from identified Web sites.

Required Text:

Palmer, P. (1998). *The Courage to Teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass.

Please try to purchase it and read it before the first class. We will dedicate one evening to this book, but will return to it as a reference throughout the course.

Supplemental Text:

Wheatley, M. (1992). *Leadership and the New Science*. While this book is not compulsory, if you have not read it, you will find it useful, interesting, and challenging.

General Publications:

Educational Administration Quarterly
Journal of School Leadership

Special Arrangements:

Any student with any special needs is requested to contact the instructor during the first week. Likewise, any student who will need to be absent from a class or who needs to modify assignments or timelines should contact the instructor as far as possible in advance.

Overview of the Course:

This course is intended to provide students with an opportunity to study both historical and contemporary perspectives on leadership and ethics and to prompt reflection on their own practice. As students read, discuss, reflect on, and critique a variety of perspectives and topics such as power, cultural leadership, change, instructional leadership, and building community, they will consider how their personal philosophy of educational leadership takes into consideration moral and ethical issues as well as the purposes and nature of the task and the complexity of the educational context.

Feedback:

In addition to the required, formal course evaluation that students complete at the end of the course, students are urged to provide ongoing feedback to the instructor concerning the relevance and interest level of the topics presented as well as assignments and instructional strategies or approaches used.

Course Objectives:

Specific objectives are to ensure that students discuss and

- examine their practice in the light of leadership theories
- develop a personal definition moral, ethical and purposeful leadership
- refine their personal philosophy of leadership
- understand their roles as educational leaders in their organizations
- clarify the role of the leader in promoting educational change,
- reflect on the role of educational leadership in creating socially just contexts.

Course Requirements:

All assignments will be discussed in class and additional guidelines given prior to due date.

1. Regular attendance, completion of required readings, and participation in class demonstrations, discussions, group work and other activities:

Value: 10%

2 Reflective Journal. Students are required to keep an ongoing reflective journal in which they reflect on the key ideas from readings and discussions and their relevance to their own contexts and experiences as well as to the development of their own personal philosophy of educational leadership. (See below)

Value: 50%

4. Final reflective paper. Due April 17 (see below)

Value: 40%

Reflective Journal

A reflective journal is a public record of the thoughts and reflections you engage in as you read. While the journal will be confidential (i.e. between student and instructor), it is not a private diary. Thus, although an informal, stream-of-consciousness approach is acceptable, there should still be attention paid to spelling, grammar, coherence, etc. A good journal contains the following components:

- demonstrated understanding of the readings,(2)
- critical reflection (2)
- and clear application to an educational situation (1).

You will be required to write 10 journal entries: The first should be a one-page description of the context within which you exercise leadership, and of one ethical problem you need to address or one situation you might like to reflect on (also worth 5 marks—due in class on January 16)

The others should be between two and three pages, and will be handed in at the beginning of each class from January 23 to April 3. Journals will be graded, commented on, and returned to you during the following class.

Final Reflective Paper -- Detailed Information

The final reflective paper, likely between 10 and 15 pages will provide an opportunity for students to do one of the following:

- a) develop a coherent personal philosophy statement about educational leadership and show how it might help you to lead in your context

- b) choose one aspect from the course (power, dialogue, moral purpose, community) and, drawing from additional literature, discuss how understanding the topic in a new way might help you, as an educational leader, to address a problem in your specific context
- c) develop a plan, using the material from the course, outside reading, and your personal reflections, to address the situation you described in your context statement
- d) other (approved by instructor).

In other words, the paper is intended to reflect a personal interest and to be of use to you in your context. Although there is room for personal choice of topic and approach, the following elements must be included:

- a) reference to appropriate literature (using accepted APA style),
- b) reference to a specific context in which the ideas would be useful,
- c) personal reflection, critique, and application of the ideas covered in class.

Evaluation Criteria:

1. depth and detail of personal reflections
2. development of a coherent approach to educational leadership
3. appropriate (and critical) use of the concepts from literature and research
4. appropriate understanding/application of concepts to a particular situation or context
5. appropriateness of written expression including choice of language, tone, and style
6. general ability to organize content and to acknowledge sources in an acceptable manner, including voice, perspective (objectivity/bias/assumptions), clarity, conciseness, and comprehensiveness of writing.

Course Dates and Topics

January 16 Introduction to course and topic of leadership (*Learning from the Past*)

1. Readings from Sun Tsu's *The Art of War*. Go the following Web site <http://www.kimsoft.com/polwar.htm> and read chapters
III. Attack by strategem
VII. Maneuvering
VIII. Variation in Tactics
2. Readings from Plato's *Republic*. Go to the following Web site and read Book VII. <http://www.constitution.org/pla/republic.htm> If you are confused and want to read a summary, try <http://www.gradesaver.com/classicnotes/titles/republic/>
3. Finally, read some excerpts from Machiavelli's *The Prince*. Go to <http://www.the-prince-by-machiavelli.com/the-prince/title.html> and read Chapters XV, XVII, and XVIII. If you have time, you will find chapters XXI and XXV interesting as well.

January 23 Leadership and organizations

Readings by:
Gardner
Ogawa & Bossert
Gemmill & Oakley

January 30 Leadership as a Moral Endeavor
The Courage to Teach

February 6 Moral & Spiritual Leadership

Readings by:
 Dantley
 Sergiovanni
 Greenfield
 Sibicky

February 13 Leading a Community of Difference

Readings by:
 Evans
 Starratt
 Furman
 Lopez
 Grumet

February 20 Race, Class, Gender and Socio-Economic Status

Readings by:
 Rosener
 Viadero
 Lynn et al.
 Knapp & Woolverton

February 27 Race, Class, Gender, & SES (cont'd)

Readings by:
 Cummins
 Delpit
 Farrell

March 6 Symbolic & Mythical Leadership

Readings by :
Lilley & Platt
Cavanagh
Temes
 Deal & Peterson

March 13 Transformative, Ethical, & Democratic Leadership

Readings by:
 Ciulla,
 McKerrow
 Quantz, Rogers, Dantley

March 27 Relationships, Dialogue

Buber: At the following Web site, you will find a slide show about Buber and his work – an easy read!

<http://courses.washington.edu/spcmu/buber/buber00.html>

Readings by:

Burbules

Sidorkin

Freire

April 3 Leadership, Power, & Carnival

Ch 5 Bakhtin (primer) Shields (to be distributed electronically)

April 17 Some alternative perspectives

Readings by:

Hwang

Sapre & Ranade

Wheatley

Hodgkinson

Additional reading: for reference...

English, F. W. (1996). *Redefining leadership as meaning in context*. Paper presented at the annual conference of the University Council for Educational Administration, Louisville.

Shakeshaft, C. (1993) Gender equity in schools, in C. Capper (Ed.). *Educational Administration in a Pluralistic Society*, New York: SUNY.

Starratt, R. J. (1991). Building an ethical school: A theory for practice in educational leadership. *Educational Administration Quarterly*, 27(2), 185-202.

Goldman, P., Dunlap, D. M., Conley, D. (1993). Facilitative power and nonstandardized solutions to school site restructuring. *Educational Administration Quarterly*, 29(1), 69-92.

Greenfield, W. D. (1993). Articulating values and ethics in administrator preparation programs. In C. Capper (Ed.). *Educational Administration in a Pluralistic Society*, New York: SUNY.

Greenfield, Wm. (1995). Toward a theory of school administration: The centrality of leadership. *Educational Administration Quarterly*, xxxi (1), 61-87. (not provided)

Duignan, P. A., & Macpherson, R. J. S. (1993). Educative leadership: A practical theory. *Educational Administration Quarterly*, xxix(1), 8-33.

Shields, C. M. (1992). The sky's the limit: Organizational musings from the kite flyer. *Journal of educational thought*. 26(3), 193-201.

Shields, C. M. (1996). Creating a learning community in a multicultural setting: Issues of leadership, *Journal of School Leadership*, 6(1), 47-74.

Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly*, xxx(4) 498-518.

Crow, G. M. (1996). *Implications for leadership in collaborative schools*. Paper presented at the annual conference of the University Council for Educational Administration, Louisville.

Reitzug, U. C., & Reeves, J. E. (1992). Miss Lincoln doesn't teach here: A descriptive narrative and conceptual analysis of a principal's symbolic leadership behavior. *Educational Administration Quarterly*, xxix(2), 185-219.

Furman, G. C. (1996). *The promise and paradox of community in schools: A postmodern analysis*. Paper presented at the annual conference of the University Council for Educational Administration, Louisville.

Maxcy, S. J. (1995). Beyond leadership frameworks. *Educational Administration Quarterly*, 31(3), 473-483.

Smith, D. (1996). *Resurrecting the parrot: Challenges for school leaders in a post-industrial society: An Australian Perspective*. An address given in Sweden, Summer.

Apple, M. W., & Beane, J. A. (1995). *Democratic schools*, Alexandria, VI: ASCD.

Bennis, W., & Nanus, B. (1985). *Leaders. The strategies for taking charge*. Toronto: Harper & Row.

Bennis, W. (1989). *On becoming a leader*. Don Mills, Ont.: Addison-Wesley.

Cunningham, W. C., & Gresso, D. W. (1993). *Cultural leadership*. Toronto: Allyn & Bacon.

Depree, M. (1989). *Leadership is an art*. New York: Dell.

Greenfield, W. (1987). *Instructional leadership*. Toronto: Allyn & Bacon.

Hodgkinson, C. (1983). *The philosophy of leadership*. Bath, Great Britain: Basil Blackwell.

Hodgkinson, C. (1991). *Educational leadership: The moral art*. New York: SUNY.

Nanus, B. (1989). *The leaders' edge: Seven keys to leadership in a turbulent world*. Chicago: Contemporary books.

Sarason, S. B. (1990). *The predictable failure of educational reform*. San Francisco: Jossey Bass.

Schlechy, P. C. (1990). *Schools for the 21st Century*, San Francisco: Jossey Bass.

Sergiovanni, T. J., (1992). *Moral leadership*. San Francisco: Jossey-Bass.

Shakeshaft, C. (1989). *Women in educational administration*. London: SAGE.

Sommers, C. H. (1994). *Who stole feminism?* Toronto: Touchstone.

Starratt, R. J. (1993). *The drama of leadership*. London: Falmer.

Starratt, R. J. (1995). *Leadership with vision*. Thousand Oaks, CA: Corwin/SAGE.

Strike, K., Haller, E., Soltis, J. (1988). *The ethics of school administration*, New York: Teachers College Press.

Terry, R. W. (1993). *Authentic leadership*, San Francisco: Jossey-Bass.

Tichy, N., & Devanna (1995). *Transformational leadership*.

Watkins, K. E., & Marsick, V. J. (1993). *Sculpting the learning organization*. San Francisco: Jossey-Bass.

Wheatley, M. J. (1992). *Leadership and the new science*. San Francisco: Berrett-Koehler.